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ABSTRACT

This annotated resource list describing 21 publications and 7 organizations supports the provision of supplementary services of special populations required by the Carl D. Perkins Vocational and Applied Technology Act. The focus of the publications and organizations is on effective practices for disadvantaged, disabled, limited English proficiency, and teen parents populations. The items listed were published during 1988-1991. In addition to a description of the publication or organization, each entry contains price and contact information. (CML)

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University of California, Berkeley

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ANNOTATED RESOURCE LIST: SUPPLEMENTAL AND SUPPORT SERVICES IN VOCATIONAL EDUCATION

Compiled by

Technical Assistance for Special Populations Program (TASPP)

University of Illinois

National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

October, 1992 MDS-480

CE 062 240

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INTRODUCTION

The 1990 Carl D. Perkins Vocational and Applied Technology Education Act calls for significantly improved academic and employment outcomes for all segments of the population. Each state and local district receiving Perkins funding is now required to provide equal access to vocational program recruitment, enrollment, and placement activities in the most integrated setting possible. Moreover, the Perkins Act mandates that the progress of individuals who are members of special populations be evaluated annually. Barriers to access and success are to be identified and overcome. Supplementary services (curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices) to individuals who are members of special populations must be provided.

This annotated resource listing is intended for professionals working to achieve these goals. It contains descriptions of publications and organizations with a focus on effective practices for disadvantaged, disabled, limited English proficient, and teen parent populations. Resources for both secondary and postsecondary settings are included.

If you have any questions about this list, or need resources on other topics of concern to special populations in vocational education, please contact the TASPP staff.

Staff

Dr. Carolyn Maddy-Bernstein, Director
Dr. Zipura Burac, Associate Director
Maureen Coyle-Williams, Publications Manager
Bob Yanello, Graduate Research Assistant
Linda Iliff, Administrative Assistant

Mission

A service program of the National Center for Research in Vocational Education at the University of California, Berkeley, TASPP works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations.

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education.
- Promote exemplary program activity and the adoption of model practices.

Address

University of Illinois
Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

PUBLICATIONS

YOUTH AT RISK (GENERAL)

CHILDREN OF POVERTY
Reed, S., & Sautter, R. (1990, June).
Bloomington, IN: Phi Delta Kappan.

The demographic, health, social, and educational factors affecting poor children in this country are reviewed in this special report. It examines the impact of poverty on children in public schools and recommends using schools as social service centers as one method of addressing the needs of these children and their families. (50 copies, $15.00; 100 copies, $25.00)

ADDRESS:
Phi Delta Kappan
Special Report Reprints
P.O. Box 789
Bloomington, IN 47402
800-766-1156

COORDINATION GUIDE BOOK
70001 Training & Employment Institute (1990).
Washington, DC: Author.

The Coordination Guide Books are a set of state-by-state manuals that provide relevant information about state-administered programs that address the problems of disadvantaged individuals—poverty, low educational achievement, juvenile offenders, homelessness, unemployment, substance abuse, and others. The purpose of the books is to provide information to state and local agencies to enhance coordination activities, foster replication of innovative programs, and inform organizations of available resources. The programs are listed under the following headings: job training programs, education programs, human services, and juvenile justice. ($20.00; please note which state guide you want)

ADDRESS:
70001 Training & Employment Institute
Attention: Roblyn Anderson
501 School Street, S.W.
Suite 600
Washington, DC 20024
800-274-2005

EFFECTIVE STRATEGIES FOR DROPOUT PREVENTION OF AT-RISK YOUTH
West, L. L. (Ed.). (1991, May).
Frederick, MD: Aspen Publishers.

Practical insights, tools, and techniques needed to meet the myriad challenges of keeping at-risk students in school are presented in this book. It offers a comprehensive model that draws on curriculum, an instructional process, support services, and the learning environment to create positive experiences and a setting where students will graduate and succeed. Chapters include special emphasis on how to use educational content and curriculum, instructional strategies, program planning, teamwork, evaluation techniques, and other parts of the educational process; and key elements of a positive environment.

ADDRESS:
Aspen Publishers, Inc.
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701-9782
800-638-8437

including parents, the community, and postsecondary options. Also outlined are the vocational connection and cooperative learning. (304 pages, $44.00)

ADDRESS:
Center on Education and Training
for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
614-292-4353
800-848-4815

HELPING AT-RISK YOUTH MAKE THE SCHOOL-TO-WORK TRANSITION (ERIC DIGEST NO. 101)
Lowry, C. M. (1990).
Columbus: The Ohio State University, Center on Education and Training for Employment.

A synthesis of research on school-to-work transition is provided in this Digest. It describes transition services (legal, housing, financial, career, employment, occupational, health, basic skills education, transportation, and childcare services) and the youth they serve. The Digest includes programmatic barriers to effective service delivery, models for service delivery, and successful transition service practices. (2 pages, no charge)

ADDRESS:
ERIC Clearinghouse on Adult,
Career, and Vocational Education
Center on Education and Training
for Employment
The Ohio State University
Publications Office
Box F, 1900 Kenny Road
Columbus, OH 43210-1090
614-292-4353
800-848-4815

SCHOOL-TO-WORK TRANSITION FOR AT-RISK YOUTH (INFORMATION SERIES NO. 339)
Feichtner, S. H. (1990).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

The purpose of school-to-work transition is to help youth develop the skills and attitudes needed to secure and maintain employment and an adult lifestyle, help that is especially critical for youth at risk. The transition process as described by the author must include a wide range of articulated services and systematic procedures for prescribing appropriate individual assistance and for tracking information. A number of program and service barriers that compound the societal barriers faced by at-risk youth are identified. A review of major policy concerns and research needs concludes with recommendations for the training of case management personnel, systematic and comprehensive services, and the development of a computerized management information system. (80 pages, $8.75)

ADDRESS:
New Hampshire State Council
of Vocational Education
10 Ferry Street
Unit 25
Concord, NH 03301-5081
603-225-4629

A STUDY OF VOCATIONAL EDUCATION AND JOB TRAINING FOR OUT-OF-SCHOOL YOUTH: NEEDS, SERVICES, AND COORDINATION
Lachat, M. A., Lichtenstein, S. J., & Greider, P. C. (1989, January).
Concord, NH: New Hampshire State Council of Vocational Education

The purpose of this study was to address interdependent factors associated with ensuring the access to and effectiveness of vocational education and job training programs for out-of-school youth in New Hampshire. The results are

presented in this publication for the five objectives defined for the study: (1) outline specific vocational education and job training needs of out-of-school youth, including special populations; (2) evaluate effectiveness in the delivery of vocational education, job training, and support services; (3) identify and analyze the coordination issues and barriers associated with the successful implementation of vocational education and job training; (4) suggest strategies that are most effective in identifying and assisting out-of-school youth; and (5) package and communicate the findings in ways that will facilitate planning and program improvement efforts by the State Council.

Recommendations made by the study team include interagency coordination commitments; counseling support; financial assistance, including child care and transportation support; peer role modeling, counseling, and support group approaches; and development and dissemination of a multi-purpose resource guide. (134 pages; no charge, limited availability)

SUPPLEMENTAL SERVICES RESOURCE GUIDE
Hartley, N., & Lehmann, J. (1988, October).
Fort Collins: Colorado State University, Vocational Special Needs School of Occupational & Educational Studies.

This resource guide was developed to establish written guidelines for the effective development, implementation, and management of a successful Supplemental Services program serving students who are disadvantaged, disabled, and limited English-proficient enrolled in vocational education programs. It provides an overview of the necessary components of a supplemental services program, including recommended practices. In addition, example forms, brochures, and lists of materials and community resources are included to assist in the development and operation of the program. Since duties and programmatic services are similar at the secondary and postsecondary level, the contents of this resource guide apply to both levels unless stated otherwise, as in the program implementation chapters. The chapters include an overview of supplemental services, definition of terms, legislation, supplemental service coordinator's role and function, vocational assessment, assessment instruments, secondary program implementation, community resources, postsecondary program implementation, advisory committees, public relations, and program evaluation. This manual is designed both for those who will be starting new supplemental service programs and for those supplemental service coordinators who want to enhance their current programs. Examples are included wherever possible to assist the Supplemental Services Coordinator and/or

ADDRESS:
Colorado State University
Vocational Special Needs
School of Occupational and Educational Studies
Fort Collins, CO 80523
303-491-6316

members of the Supplemental Services support team in delivering effective programs within their local school district or community college. (250 pages, $20.00)

TEEN PARENTS

ADDRESS:
Center for Urban Affairs
and Policy Research
Northwestern University
2040 Sheridan Road
Evanston, IL 60208-4100
708-491-3395

BUILDING OPPORTUNITY FOR DISADVANTAGED YOUNG FAMILIES: THE PROJECT MATCH EXPERIENCE
Olson, L. M., & Herr, T. (1989, February).
Evanston, IL: Northwestern University, Center for Urban Affairs and Policy Research.

Project Match is an employment assistance demonstration program located in an impoverished inner-city community, the Cabrini-Green public housing projects and surrounding area in Chicago, Illinois. The purpose of the program is to develop and test ways to help disadvantaged women and men return to school, obtain vocational training, and find and keep jobs. This is the final report of a grant which served single adolescent parents funded by the Illinois State Board of Education and the Ounce of Prevention Fund—Building Opportunity for Teenage Single Parents. Project Match served as one of the model sites for this grant.

The purpose of the report is to share information about designing and implementing employment assistance interventions for single adolescent parents. The experiences of Project Match are used to discuss critical programming issues: What are the vocational and personal needs of adolescent parents that must be addressed? How can programs reach young parents' needs? How do we measure progress? and What results can we expect? The appendix includes a detailed report about the development of Project Match program strategies through a case-study approach, presenting three, in-depth case histories. (65 pages, $4.00)

ADDRESS:
National Association of State
Boards of Education
Publications Office
1012 Cameron Street
Alexandria, VA 22314
703-684-4000

COUNSELOR/ADVOCATES: KEEPING PREGNANT & PARENTING TEENS IN SCHOOL
Earle, J. (1990, April).
Alexandria, VA: National Association of State Boards of Education.

Sponsored by the National Association of State Boards of Education, this report presents the results of a three-year demonstration project testing the effects of using counselor/advocates to help pregnant and parenting teens stay in school. Counselor/advocates, placed in two large schools in urban areas, provided pregnant and parenting teens with supportive services including: attendance tracking; access to health, social, and academic services; counseling services; employment services; and record keeping. Findings reveal that the program had a positive effect on the teens' retention, and most of them advanced to the next grade. Included in

the discussion of the results are outcomes for students, schools, and districts/communities.

Key components that would be helpful to schools and communities in developing programs for pregnant and parenting students are also discussed in the report. Policy implications at both local and state levels are presented. (48 pages, $7.00)

FAMILY SUPPORT ACT OF 1988 (PUBLIC LAW 100-485)
100th Congress (1988, October)
Washington, DC: U.S. Government Printing Office.

This Act revises the Aid to Families with Dependent Children (AFDC) program to emphasize work, child support, and family benefits; amends title IV of the Social Security Act to encourage and assist needy children and parents under the new program to obtain the education, training, and employment needed to avoid long-term welfare dependence; and makes other necessary improvements to assure that the new program will be more effective in achieving its objectives. The following titles are included in the revised Act: Child Support and Establishment of Paternity, Job Opportunities and Basic Skills Training Program, Supportive Services for Families, Related AFDC Amendments, Demonstration Projects, Miscellaneous Provisions, and Funding Provisions. (86 pages, price unavailable)

ADDRESS:
U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402
202-783-3238

IN SCHOOL TOGETHER: SCHOOL-BASED CHILD CARE SERVING STUDENT MOTHERS: A HANDBOOK
Cahill, M., White, J. L., Lowe, D., & Jacobs, L. E. (1990).
Washington, DC: Academy for Educational Development.

The majority of teenage parents drop out of school. Their overwhelming need for welfare support is often linked to lack of education, yet many teenage parents can't continue school unless child care is provided at the school. This book, directed toward this concern, provides practical guidance in setting up school-based child care. It covers the following topics: need, support strategies, design, staff, infant/toddler program, programming for mothers, center as a learning lab, site and space, policies, funding, management and evaluation, and additional resources for program planning. (135 pages, $15.00)

ADDRESS:
Academy for Educational Development
1255 23rd Street, N.W.
Washington, DC 20037
202-862-1900

LEARNING TOGETHER: A NATIONAL DIRECTORY OF TEEN PARENTING AND CHILD CARE PROGRAMS
Francis, J., & Marx, F. (1989).
Wellesley, MA: Wellesley College, Center for Research on Women.

ADDRESS:
Wellesley College
Center for Research on Women
Wellesley, MA 02181
617-235-0320

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Teen parenting and child care programs have been identified and profiled on a national scale in this directory. The programs listed are found in public schools, private community-based agencies, or in collaborative settings. Inclusion in the directory was based on the following criteria: provision of child care services for teen parents; parenting education; and other support services such as health, social services, and education or vocational programs. The programs are listed by state within seven regions of the country. The name of the contact person or program director is provided along with the address and phone number. A brief description is provided for each program as well as the available services, number and ages of the children served, and funding and sponsorship information. Also included are appendices which provide listings of state coalitions, task forces, and key state contacts for adolescent pregnancy and parenting programs, national resource organizations, and a bibliography. (198 pages, $20.00)

LEP/MIGRANT YOUTH

ADDRESS:
BOCES Geneseo Migrant Ctr.
Holcomb Building, Room 210
Geneseo, NY 14454
800-245-5680 NY
800-245-5681

DROPOUT RETRIEVAL REPORT: THOUGHTS ON DROPOUT PREVENTION AND RETRIEVAL
Salerno, A., & Fink, M. (1989).
Geneseo, NY: BOCES Geneseo Migrant Center.

This report presents a synthesis of findings from interviews with thirteen migrant educators and the summaries of each of the interviews. It summarizes the commonalities in the interviewees' suggestions on how to improve dropout prevention and retrieval. The commonalities discussed included work/study concept, flexible scheduling, dropout prevention specialist/dropout advisor role, community involvement, role models, parent involvement, and pre-GED program. Other topics emerging from the interview and presented in the paper include follow-up, community resource, parent involvement, early intervention, prevention strategies, summer institutes, tutoring, staff cooperation and training, work-study programs, and High School Equivalency Programs. (49 pages, $2.00)

ADDRESS:
National Coalition of Advocates for Students
100 Boylston Street, Suite 737
Boston, MA 02116
617-357-8507

NEW VOICES: IMMIGRANT STUDENTS IN U.S. PUBLIC SCHOOLS
National Coalition of Advocates for Students. (1988).
Boston, MA: Author.

This report documents the encounter between the children of the great immigration wave of the 1970s-80s and U.S. public schools. It identifies a host of problems which these students and the schools create for each other, and offers recommendations for change in school policy and

practice making public schools more responsive to immigrant and LEP children's needs. (176 pages, single copy, prepaid price for schools libraries, and other institutions, $12.95; single copy, prepaid price for individuals, $9.95; add $2.00 per copy for postage and handling)

YOUTH WITH DISABILITIES

THE COMPREHENSIVE LOCAL SCHOOL: REGULAR EDUCATION FOR ALL STUDENTS WITH DISABILITIES
Sailor, W., Anderson, J. L., Halvorsen, A. T., Doering, K., Filler, J., & Goetz, L. (1989).
Baltimore, MD: Paul H. Brookes Publishing Co.

This book proposes the comprehensive local school (CLS) model which is based on the belief that no student is so severely disabled that a free, appropriate public education cannot be delivered at the local school, the same school the child would have attended if he or she had no disabilities. This book describes the five phases of this model that help promote development of unified, comprehensive educational delivery that is consistent with federal policies and extends benefits from preschool through high school and beyond for students with disabilities. The five phases of the CLS model are as follows: (1) mainstreaming young children with disabilities; (2) integrated educational services in the elementary school years; (3) community intensive instruction in the intermediate and middle school years; (4) transition from school to work and community service; and (5) the postschool years: integrated support work and community living. (288 pages, $33.00)

ADDRESS:
Brookes Publishing Co.
Order Department
P.O. Box 10624
Baltimore, MD 21285
800-638-3775
301-337-9580

LEARNING DISABILITIES ACADEMIC SUPPORT GROUP MANUAL
Johnson, J. (1989).
Columbus, OH: Association on Higher Education and Disability.

Designed to assist professionals in facilitating a group approach to addressing the issues that confront students with learning disabilities in postsecondary settings, this manual begins with a description of the steps in forming an academic support group and is then divided into ten sessions. Each session focuses on a specific topic and includes objectives, a description of activities, suggested handouts, and techniques for conducting the session. Among the topics covered are time management, study strategies, self-advocacy skills, and final exam preparation. This manual was intended for use by counselors, learning disabilities specialists, and special needs staff. (88 pages; $9.50 members, $17.00 nonmembers)

ADDRESS:
Association on Higher Education and Disability
P.O. Box 21192
Columbus, OH 43221
614-488-4972

ADDRESS:
Center on Education and
Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
614-292-4353 in OH
800-848-4815

NETWORK FOR EFFECTIVE TRANSITIONS TO WORK: A TRANSITION COORDINATOR'S HANDBOOK

Izzo, M. V., & Shumate, K. (1991).
Columbus: The Ohio State University, Center on Education and Training for Employment.

This field tested handbook outlines a transition planning process for school and agency personnel assisting youth with disabilities. Designed as a tool and resource document, it outlines a step-by-step procedure of an effective transition planning process and presents activities and resources for school and agency personnel. The following transition components are presented: quality job training, adequate support services, parental involvement, adult service delivery system, and necessary support and training for employers. The handbook contains camera-ready masters, transparency masters, and names and addresses of support organizations. (300 pages, $25.00)

ADDRESS:
Association on Higher
Education and Disability
P.O. Box 21192
Columbus, OH 43221
614-488-4972 Voice/TDD

TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

King, W. L., & Jarrow, J. E. (1990).
Columbus, OH: Association on Higher Education and Disability.

Specifically developed for postsecondary support service providers who are responsible for arranging testing accommodations for students with disabilities, this practical guide contains testing procedures, based on the extensive experiences of several two- and four-year institutions in the United States. The guide contains a discussion of how to establish and maintain the philosophy of the program. Additional sections include: how to establish student eligibility for testing accommodations, how to convey eligibility information to faculty, negotiating reasonable accommodations, maintaining test security, determining the types of accommodations that might be appropriate, and how to wean students off of accommodations. The guide is easy-to-read and contains several sample forms that may be adapted for use by service providers in their respective programs. The authors have also included several "philosophical tangents" which are designed to assist the reader in understanding the philosophical foundations and reasons for establishing testing accommodations. (28 pages; $11.00, members; $17.00, nonmembers)

POSTSECONDARY

KEY RESOURCES ON STUDENT SERVICES: A GUIDE TO THE FIELD AND ITS LITERATURE

Hood, A. B., & Arceneaux, C. (1990, March).
San Francisco, CA: Jossey-Bass, Inc.

The literature of the student services field is profuse and diverse and promises to become more so as specialized areas grow. Keeping abreast of current information and valuable publications can become a monumental task for busy practitioners and students. To make this widely diffused literature more manageable and accessible, the authors provide a concise, annotated guide to key books, journals, and monographs on the multifaceted field of student affairs within colleges and universities.

In this new book, the authors offer clear, convenient information on the most significant literature published since 1980—covering such important areas as the growth and development of the student services profession and its literature, academic advising, recruitment and admissions, financial aid, residence life, counseling centers, and career development. Organized first by areas of specialization and then by subjects within these areas, this book presents over six hundred complete bibliographic citations—describing briefly the content of each work, and outlining its chief contribution to a specialized area of student services and to the field as a whole. (248 pages, $32.95)

ADDRESS:
Jossey-Bass, Inc.
350 Sansome Street
San Francisco, CA 94104
415-433-1749

MODELS OF VOCATIONAL TRAINING FOR LIMITED ENGLISH PROFICIENT ADULTS

Fleischman, H. L. (1988, July).
Washington, DC: U.S. Department of Education.

Conducted for the National Assessment of Vocational Education, this report presents a conceptual framework for describing models of vocational training and other employment-related services for adults who are limited English proficient. The framework is comprised of three components: (1) language instruction, (2) vocational training, and (3) support services. Each component is described utilizing descriptions of common practices and approaches. In addition, three model programs are described to illustrate how to use the framework. (18 pages, $3.12)

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7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852

POSTSECONDARY VOCATIONAL SPECIAL NEEDS COORDINATOR'S HANDBOOK

McCarty, T., & Grabill, D. (1989).
Macomb, IL: Curriculum Publications Clearinghouse.

This handbook is designed to assist Postsecondary Vocational Special Needs Coordinators and other interested individuals in initiating and coordinating supplementary

ADDRESS:
Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
800-322-3905

support services for vocational special needs students. This handbook provides challenging, practical, and helpful information to aid educational personnel in meeting the mandates of the 1984 Carl D. Perkins Vocational Education Act and to provide effective support services to special needs vocational education students.

Chapters cover the following topics: practicing communication, enlisting support, identifying and assessing vocational special needs students, being accountable, facilitating guidance and counseling support services for special needs students, planning instructional assistance, collaborating for transition and job placement, and providing inservice and promoting staff development. (approximately 300 pages, $70.00)

ADOLESCENT PARENTS LEARNING USEFUL SKILLS (A-PLUS)

A-PLUS is a two-year demonstration teen parenting program aimed at preventing child abuse and neglect, encouraging family planning, strengthening support networks, and coordinating existing community services for teen parents. This program provides referral services, support peer groups, prenatal education and support services, education in nurturing parenting skills, and assistance with GED and job training.

ADDRESS:
Adolescent Parents Learning Useful Skills
Christine Patterson
Audrey Gately
Washington County Health Department
1100 N. Woolsey
Fayetteville, AR 72701
501-521-8181

BOULDER VALLEY TEEN PARENTING PROGRAM

The Boulder Valley Teen Parenting Program was identified as exemplary in the 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations by the Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education, University of California, Berkeley. The goal of the Program is that every school-age parent, both teen mothers and fathers, have the opportunity to continue high school courses leading to graduation and acquire job skills for economic self-sufficiency. In meeting this goal, the administration and staff have enlisted the aid of numerous community agencies, obtained grants, and diligently built a program that strives to meet the academic and vocational, social, emotional, and physical needs of those enrolled.

Beginning in 1980 with one student and one baby, the program has grown to serving 65 parents, 36 toddlers, and 16 infants during the 1988-89 school year. The program's teen parents are offered an array of programs and services to help them attain their educational goals. In addition to the regular programs provided in the school district, teen parents also have the benefit of health care services, including pre- and post-natal services, support services (e.g., school bus transportation for them and their children); academic support services, such as tutoring and basic skill instruction; and vocational training/employment services including assessment. Students have access to the Boulder Valley Area Technical Education Center's vocational programs and Job Placement Counselor as well as the option of preparing for the General Education Diploma (GED). An infant and toddler nursery also exists for the children of teen parents in the program.

The Teen Parenting Program successes are many: less than 2% of the program's teen parents have children with

ADDRESS:
Boulder Valley Teen Parenting Program
Gloria Parmerlee-Greiner
Boulder Valley Public Schools, RE2-J
Fairview High School
1515 Greenbriar Boulevard
Boulder, CO 80303
303-447-5346

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low birth weight, less than 5% have another child while in their teens, and approximately 85% of the teen parents have completed school or received their GED.

ADDRESS:
Creating Dropout Alternatives (Project C.D.A.)
Roger Hansen, Principal/ Program Coordinator
Coeur d'Alene School District 271
725 Hazel Avenue
Coeur d'Alene, ID 83854
208-667-7460

CREATING DROPOUT ALTERNATIVES (PROJECT C.D.A.)

Project C.D.A. (Creating Dropout Alternatives), provides Coeur d'Alene, Idaho students who cannot succeed in the traditional high school a fully accredited alternative to the regular school system. Once enrolled, the "at-risk" students who have been referred by school district counselors, health and welfare agents, or the judicial system, choose from a varied curriculum which includes Applied Technology, Math, Science, and Communications; vocational education; and a hands-on approach to learning.

The program's low student/teacher ratio, innovative teaching styles, individual instruction, and day-care facilities help create a nurturing, caring atmosphere. Additionally, students are an integral part of all facets of the school's operation, including hiring new staff. The program's success is evidenced by an average dropout rate of 13% (many of whom return to the school later) and follow-up data on graduates indicating that on the average, only about 6% were unemployed or on public assistance.

The program was identified as exemplary in the 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations by the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education, University of California, Berkeley.

ADDRESS:
ERIC Clearinghouse for Junior Colleges
University of California at Los Angeles
Mathematical Sciences Bldg. Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564
213-825-3931

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES (ERIC/ JC)

ERIC/JC acquires information on the development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses; two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services; linkages between two-year colleges and business/industrial organizations; and articulation of two-year colleges with secondary and four-year postsecondary institutions.
FAX: 213-206-8095

ADDRESS:
Family Resources Database
National Council on Family Relations
1910 W. County Road B, Suite 147
St. Paul, MN 55113
612-633-6933

FAMILY RESOURCES DATABASE

This database consists of a computerized core collection of literature, programs, directories, and services of the family and allied fields. It represents the largest interdisciplinary collection of family-related information in the world. It fills information gaps among health sciences, psychology, sociology, education, social work, law, home economics, and other disciplines. Over 130 subject areas

representing the interdisciplinary family field are covered in the database. It can be accessed worldwide in reference departments of university, college, and public libraries; medical centers and hospitals; or independently by personal computer.

HEATH RESOURCE CENTER

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities. The Center serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, transition training and adult education programs, independent living centers, and other training entities which serve youth and adults beyond high school. The Center gathers and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training if they choose. The Center provides technical assistance to colleges, universities, and postsecondary programs to help them include students with disabilities. HEATH maintains a toll-free number, provides single copies of materials free of charge in print or alternative media, and encourages duplication and dissemination of its resources. HEATH disseminates the Information from HEATH newsletter, which is available free. A list of publications is available upon request.

ADDRESS:
HEATH Resource Center
Rhona C. Hartman, Director
Vickie Barr, Assistant Director
American Council on Education
One Dupont Circle, N.W.,
Suite 800
Washington, DC 20036-1193
202-939-9320 Voice or TDD
800-544-3284 Voice or TDD

LEARNING LAB FOR TECHNOLOGY AND APPLIED SCIENCES

The Learning Lab for Technology and Applied Sciences is the unique provider of academic support services for Santa Fe Community College vocational students. The Lab is also the heart of a network which draws together college and community resources to offer the entire range of support services necessary for students who are academically disadvantaged and those with limited English proficiency.

Identified as exemplary in the 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations by the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education, University of California, Berkeley, the goal of the program is to develop student potential through a comprehensive system of outreach, assessment, advisement, and instruction. During the 1988-89 academic year, the lab served 1,534 students with special needs, 75% of whom either graduated or continued their education.

ADDRESS:
Learning Lab for Technology and Applied Sciences
Pat Smittle, Chair
Santa Fe Community College
Learning Lab/Developmental Education
3000 N.W. 83rd Street
Gainesville, FL 32602
904-395-5395

The program strives to eliminate gaps between students' skills and the requirements of the vocational-technical programs. Upon entry into a vocational program, students' skills are assessed, a diagnosis made, and appropriate remediation initiated. The diagnosis, or academic prescription, is tailored to individual needs and may include the development of reading, writing, mathematics, science, critical thinking, study and employment skills, and/or the development of language and cultural adaptation skill. Students are served in either individual or small-group instructional settings in a nurturing environment.